DOCUMENT RESUME

ED 157 892 SP 012 964

AUTHOR Redwine, Judith A.; Dubick, Robert A.
TITLE Teachers' Perceptions of Instructional Leadership and Teacher Evaluation Processes.
PUB DATE 78
NOTE 75p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Administrator Role; Educational Research; *Elementary School Teachers; *Leadership Qualities; Leadership Responsibility; Opinions; *Principals; *Secondary School Teachers; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Characteristics; Teacher Evaluation; Teacher Improvement

ABSTRACT

The role of the principal as instructional leader, the teacher evaluation process, and their interrelationship were the foci of this study, designed to assess how practicing teachers feel about these phenomena, i.e., how they perceive them and what are their expectations. Background information for further development and field testing of theories and models related to these issues are provided. In particular, information related to the problem solving approach to teacher evaluation was sought. The specific objectives of this study were to assess practicing teachers': (1) perceptions of present principals as instructional leaders; (2) expectations for principals as instructional leaders; (3) perceptions of the teacher evaluation process; (4) expectations for the teacher evaluation process; (5) readiness for the problem solving approach to teacher evaluation; and (6) differences in perceptions, expectations, and readiness by sex, sex match with principal, sex of principal, type of teacher, size of school, type of school, tenure status, and locus of control. Forty seven hypotheses were used for this study and 247 employed teachers responded to the questionnaire. Results of the first five stated objectives of the study are presented in narrative discussion and statistics obtained from the sixth objective are presented in tabular form. Samples of the procedures used are appended. (Authors/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157892

Aug 23 10 29 AM '78

TEACHERS' PERCEPTIONS OF INSTRUCTIONAL LEADERSHIP AND TEACHER EVALUATION PROCESSES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Judith A. Redwine
Robert A. Dubick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Judith A. Redwine
Director of Elementary Education
Indiana University at South Bend

and

Robert A. Dubick
Dean of Student Services
Indiana University at South Bend

SP012964

TABLE OF CONTENTS

Chapter		Page
I	THE PROBLEM	1
	Specific Objectives	1
	Hypotheses	
II	METHOD	5
	Design	5
	Procedure	11
	Analysis of Data	11
III	RESULTS	12
IV	DISCUSSION	31
V	CONCLUSIONS	41

CHAPTER I

Problem

The role of the principal as instructional leader, the teacher evaluation process, and their inter-relationship were the focii of this study. The study was designed to assess how practicing teachers actually feel about these phenomena; i.e., how do they perceive these and what are their expectations. In addition, the study was intended to provide background information for further development and field testing of theories and models related to these issues. In particular, information related to the problem solving approach to teacher evaluation (Redwine, 1977) was sought.

Specific Objectives

Specific objectives of this study were to assess practicing teachers':

(1) perceptions of present principals as instructional leaders;

(2) expectations for principals as instructional leaders;

(3) perceptions of the teacher evaluation process;

(4) expectations for the teacher evaluation process;

(5) readiness for the problem solving approach to teacher evaluation; and

(6) differences in perceptions, expectations, and readiness by sex, sex match with principal, sex of principal, experience, age, type of teacher, size of school, type of school, tenure status, total number of school corporations employed in, and locus of control.

Hypotheses

The following hypotheses were used in this study:

Sex of teacher.

H_1 There are no significant differences between female and male teachers' perceptions of principals as instructional leaders.

H_2 There are no significant differences between female and male teachers' expectations of their principals as instructional leaders.

H_3 There are no significant differences between female and male teachers' perceptions of the teacher evaluation process.

H_4 There are no significant differences between female and male teachers' expectations for the teacher evaluation process.

H_5 There are no significant differences between female and male teachers' readiness for the problem solving model of teacher evaluation.

Sex match with principal.

H_6 Teachers whose sex is the same as their principals are more positive in their perceptions of their principals as instructional leaders.

Sex of principal.

H_7 Female principals are perceived more positively as instructional leaders than male principals.

Experience.

H_8 Inexperienced teachers (three or less years) do not differ in their perceptions of principals as instructional leaders from experienced teachers (more than three years).

H_9 Inexperienced teachers do not differ in expectations for their principals as instructional leaders from experienced teachers.

H_{10} Inexperienced teachers do not differ in their perceptions of the teacher evaluation process from experienced teachers.

H_{11} Inexperienced teachers do not differ from experienced teachers in expectations for the teacher evaluation process.

H_{12} Inexperienced and experienced teachers do not differ in their readiness for the problem solving model of teacher evaluation.

Age.

H_{13} Younger teachers (under 30) do not differ in their perceptions of principals as instructional leaders from older teachers (30 or older).

H_{14} Younger teachers do not differ in their expectations for their principals as instructional leaders from older teachers.

H_{15} Younger teachers do not differ in their perceptions of the teacher evaluation process from older teachers.

H_{16} Younger teachers do not differ in their expectations for the teacher evaluation process from younger teachers.

H_{17} Younger teachers do not differ from older teachers in their readiness for the problem solving model of teacher evaluation.

Type of teacher.

H_{18} Elementary, junior high/middle, and secondary teachers do not differ in their perceptions of principals as instructional leaders.

H_{19} Elementary, junior high/middle, and secondary teachers do not differ in their expectations for principals as instructional leaders.

H_{20} Elementary, junior high/middle, and secondary teachers do not differ in their perceptions of the teacher evaluation process.

H_{21} Elementary, junior high/middle, and secondary teachers do not differ in their expectations for the teacher evaluation process.

H_{22} Elementary, junior high/middle, and secondary teachers do not differ in their readiness for the problem solving model of teacher evaluation.

Size of school.

H_{23} Teachers in small schools (300 or less) do not differ in their perceptions of principals as instructional leaders from teachers in larger schools (800 or more).

H_{24} Teachers in small schools do not differ in their expectations for principals as instructional leaders from teachers in larger schools.

H_{25} Teachers in small schools do not differ in their perceptions of the teacher evaluation process from those in larger schools.

H_{26} Teachers in small schools do not differ in their expectations for the teacher evaluation process from teachers in large schools.

H_{27} Teachers in small schools do not differ from teachers in large schools in their readiness for the problem solving model of teacher evaluation.

Type of school.

H_{28} Type of school does not affect teachers' perceptions of principals as instructional leaders.

H_{29} Type of school does not affect teachers' expectations for principals as instructional leaders.

H_{30} Type of school does not affect teachers' perceptions of the teacher evaluation process.

H_{31} Type of school does not affect teachers' expectations for the teacher evaluation process.

H_{32} Type of school does not affect their readiness for the problem solving model.

Tenure status.

H_{33} Nontenured teachers do not differ in their perceptions of principals as instructional leaders from tenured teachers.

H_{34} Tenured teachers do not differ in their expectations for their principals as instructional leaders from nontenured teachers.

H_{35} Nontenured teachers do not differ in their perceptions of the teacher evaluation process from tenured teachers.

H_{36} Tenured teachers do not differ in their expectations for the teacher evaluation process from nontenured teachers.

H_{37} Tenured teachers do not differ from nontenured teachers in their readiness for the problem solving model of teacher evaluation.

Total number of corporations employed in.

H_{38} Teachers who have been employed in more than one corporation do not differ in their perceptions of principals as instructional leaders from teachers who have been employed in only one corporation.

H_{39} Teachers who have been employed in more than one corporation do not differ in their expectations for their principals as instructional leaders from teachers employed in only one corporation.

H_{40} Teachers who have been employed in more than one corporation do not differ in their perceptions of the teacher evaluation process from teachers employed in only one corporation.

H_{41} Teachers who have been employed in more than one corporation do not differ in their expectations of the teacher evaluation process from teachers employed in only one corporation.

H_{42} Number of corporations employed in does not affect teachers' readiness for the problem solving model of teacher evaluation.

Locus of control.

H_{43} Teachers who are internal in their locus of control (Internals) do not differ in their perceptions of principals as instructional leaders from teachers who are external in their locus of control (Externals).

H_{44} Internals do not differ from Externals in expectations for their principals as instructional leaders.

H_{45} Internals do not differ from Externals in perceptions of the teacher evaluation process.

H_{46} Internals do not differ from Externals in expectations for the teacher evaluation process.

H_{47} Internals are higher in their degree of readiness for the problem solving model of teacher evaluation than Externals.

CHAPTER II

Method

Design

Instruments. Two instruments were used in this study: Teacher Perceptions of Instructional Leadership Survey (Appendix A) and Rotter's I-E Scale (Rotter, 1966).

The Teacher Perceptions of Instructional Leadership Survey was designed to meet the criteria for survey instruments as suggested by Best, 1959; Borg & Gall, 1971; DuVall, 1973; Furno, 1966; Levine & Gordon, 1958; Good, 1959; and Mouly, 1963. Items 1-8 were designed to collect information concerning teachers' sex, sex match with principal, principal's sex, experience, age, type, size and type of school teaching in, tenure status, and total number of corporations in which employed.

Locus of control scores obtained from Rotter's I-E Scale were entered in item 9. Scores of seven or below were categorized as Internals; scores of 14 or above were categorized as Externals.

Items 10, 11, and 13-16 were included to collect data regarding teachers' perceptions of their present principals as instructional leaders. Teachers' expectations with respect to their principals as instructional leaders were assessed through item 12.

Data regarding teachers' perceptions of the teacher evaluation process were collected using items 17-20, 26, 27, and 30-33. Teachers' expectations or preferences with respect to the teacher evaluation process were assessed using items 21-23.

Items 24, 25, and 28 were designed to collect data regarding teachers' readiness for the problem solving approach to teacher evaluation. Item 29 was included to obtain information related to the primary source of new insights teachers get regarding their teaching.

Closed form type questions were used for items 1-31 in order to secure categorized data; the set of response choices for each item was mutually exclusive and exhaustive. Items 4, 16, 29, and 30 each contained a category for "other". These responses may be found in Appendix B. Items 32 and 33 were open-ended; responses may be found in Appendix C. Comments were invited at the end of the Teacher Perceptions of Instructional Leadership Survey; these can be found in Appendix D.

The version of the Teacher Perceptions of Instructional Leadership Survey used in this study was a revision of an instrument used with forty (40) students prior to the present study. Two items used in the original survey were removed from the final version because there was 100% agreement on the responses. When given a choice, all teachers responded that the primary purpose of teacher evaluation should be the improvement of instruction. The preliminary study also revealed that the building principal was the primary person responsible for evaluating teachers. The former was also found by Herrboldt (1967) the latter coincided with Sibbitt's (1972) finding. Consequently, these items were omitted in the present study.

Statistical design. Chi square was used whenever appropriate to test the data for statistical significance. The .05 level of confidence was selected to indicate a significant difference between variables.

Subjects

Employed teachers attending graduate classes in the Division of Education, Indiana University at South Bend formed the potential pool of subjects. Usable surveys were obtained from 247 teachers.

Figures 1-8 summarize the characteristics of the subjects. These data are presented in the form of frequency count and percent of row for each cell. No statistical analysis was done on these data.

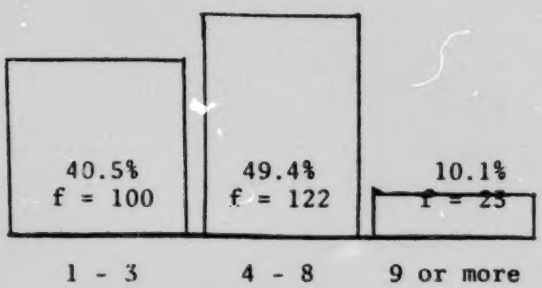
Sex match. Figure 1 indicates the frequency and percentage of students in each group. The sum of rows 1 and 2 indicate the percentage of female teachers, 70.5; the sum of rows 3 and 4 indicate the percentage of male teachers, 29.5. The percentage of teachers having female principals, 19.0, is found by adding rows 1 and 4; the sum of rows 2 and 3 indicates that 81.0% had male principals. Teachers whose sex matched that of their principal comprised 42.9% of the students (sum of rows 1 and 3); teachers whose sex did not match that of their principals comprised 57.1% (sum of rows 2 and 4).

Figure 1
Sex of Teachers and Their Principals

Teacher		Principal	Frequency	Percent
Female	-	Female	40	16.2
Female	-	Male	134	54.3
Male	-	Male	66	26.7
Male	-	Female	7	2.8
		Total	247	100.0

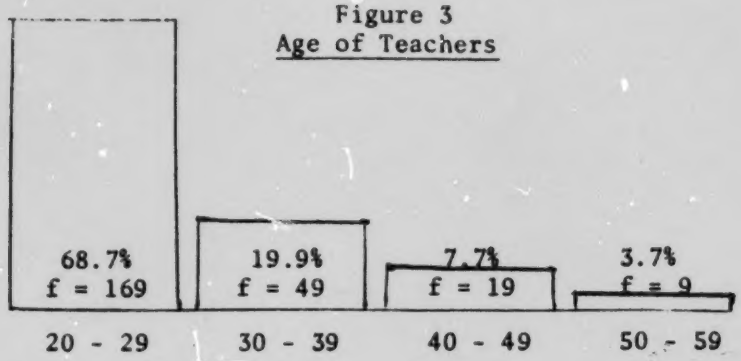
Experience. The years of teaching experience these teachers had are shown in Figure 2.

Figure 2
Years of Teaching Experience



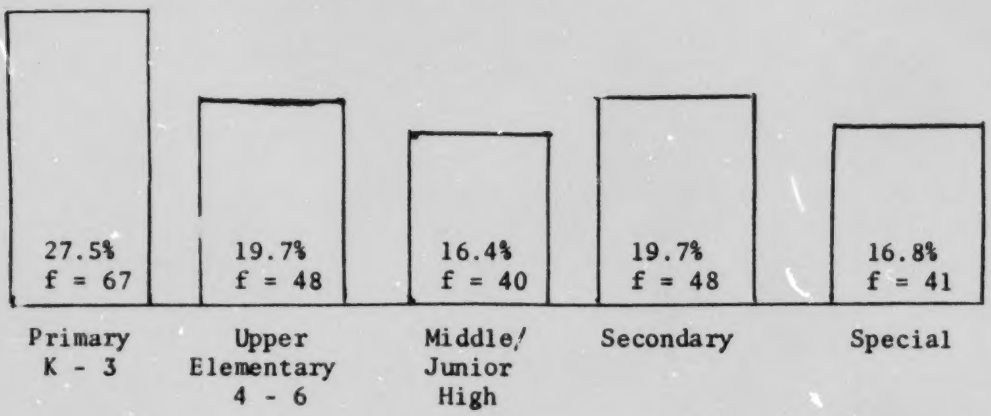
Age. The distribution of these teachers according to their ages is shown in Figure 3.

Figure 3
Age of Teachers



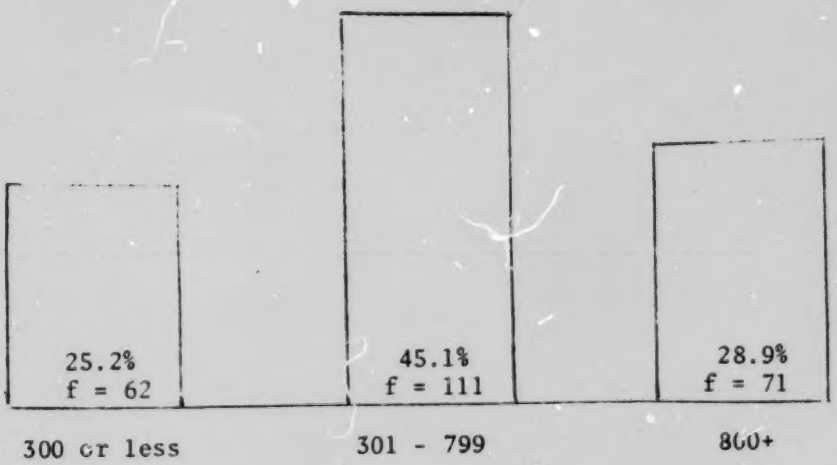
Type of Teacher. The types of teachers according to grade levels is indicated in Figure 4.

Figure 4
Types of Teachers



Size of schools. Figure 5 shows the sizes of these teachers' schools according to number of students.

Figure 5
Size of Schools



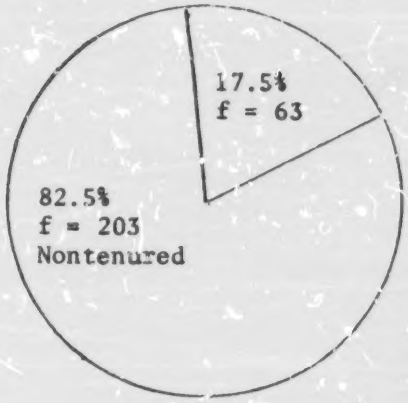
Type of school. The type of school in which these teachers were teaching is shown in Figure 6.

Figure 6
Type of School I Teach In

	f	%
Elementary	111	45.3
Middle School/ Junior High	47	19.2
Senior High	50	20.4
Elementary/ Middle/ Junior High	29	11.6
Middle/Junior High/Senior High	8	3.3
Total	245	100.0

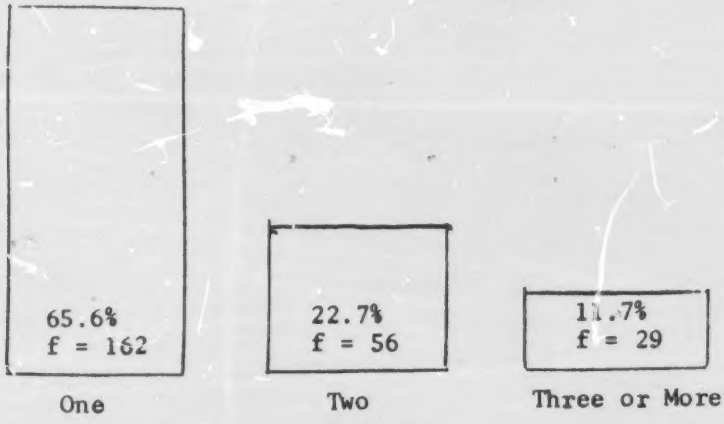
Tenure status. Figure 7 indicates the frequency and percentage of tenured and non-tenured teachers.

Figure 7
Tenure Status of Teachers



Number of school corporations employed in. The number of school corporations these teachers had been employed in is indicated in Figure 8.

Figure 8
Number of School Corporations Employed In



Procedure

Letters were sent to all instructors of graduate education sections (Appendix E) explaining the nature of the study and requesting their participation. Inconvenience prevented the administration of the instruments in four sections; data from two sections were not usable because of failure to follow directions properly. The instruments were administered by the experimenters or by the instructors. In each situation, the same set of directions was read (Appendix F) to the students.

Students used IBM Data Cards to record their responses to the Teacher Perceptions of Instructional Leadership Survey. Responses to the Locus of Control Inventory were recorded directly on the Inventory; these responses were scored manually. The Internal and External groups were equalized at N = 56 through random elimination.

Analysis of Data

Every item from 1-9 was corssed with each item from 10 through 33. The resulting 198 matrices summarized frequency count, percent of row, percent of column, and percent of total for each cell formed by the crossing of any two items. When appropriate, Chi square was used to determine whether distributions were significantly different from one another.

Only selected portions of the total set of data are presented in this paper. The complete set of data is retained in the Indiana University at South Bend Library and may be examined upon request.

CHAPTER III

Results

Sex of Teacher

Teacher sex X perceptions of principal as instructional leader. Data obtained from items 10, 11, and 13-16 were analyzed to determine whether female and male teachers' perceptions of their principals as instructional leaders differed. There were no significant differences in the way female and male teachers responded to these items. Therefore H_1 was supported ($p < .05$).

Teacher sex X expectations of principal as instructional leader. The responses from item 12 indicated that the teachers' sex did not affect their expectations of principals as instructional leaders. Thus, H_2 was supported ($p < .05$).

Teacher sex X perceptions of the teacher evaluation process. Analysis of responses to items 17-20, 26, 27, 30, and 31 revealed no significant differences in the way female and male teachers responded to these items. Therefore, H_3 was accepted ($p < .05$).

Teacher sex X expectations for teacher evaluation process. Teacher sex did not affect responses to items 21-23 significantly. These data support H_4 ($p < .05$).

Teacher sex X readiness for problem solving approach. Responses to items 24, 25, and 28 did not differ significantly for male and female teachers. These results support H_5 ($p < .05$).

Sex match with principal X perceptions of principal as instructional leader. There were no significant differences in the way teachers having principals of the same sex and those having principals of the opposite sex responded to items 10, 11, 13, 15, and 16. Teachers having principals of the same

sex were more likely ($p < .02$) to agree with the statement, "My principal is capable of helping me to improve my teaching." (Item 14). These data are shown in Table 1 and provide support for H_6.

Sex of principal X perceptions of principal as instructional leader. Analysis of responses to items 10, 11, and 13-16 revealed no differences in the way teachers having female principals and those having male principals perceive the: amount of time principal spends in instructional leadership activities (Item 11); strength of principal as instructional leader (Item 13); reasons why principal does not spend more time in instructional leadership activities (Item 15); and help needed to make principal a stronger instructional leader (Item 16).

Table 2 indicates that teachers having female principals were more likely to say that their principals feel instructional leadership or school central office relations is the most important area of their responsibility. Teachers having male principals were more likely to say that their principals feel business management or student relations is the most important area of responsibility (Item 10) ($p < .02$).

Data shown in Table 3 indicate that teachers having female principals were more likely ($p < .04$) to agree with the statement, "My principal is capable of helping me to improve my teaching." (Item 14). These results provide support for H_7.

Experience

Experience X perceptions of principal as instructional leader. There were no differences in the way teachers having three or less years of teaching experience (Inexperienced) and those having four or more (Experienced) responded to items 10, 11, and 13-16. Thus, H_8 was supported ($p < .05$).

TABLE I

Teachers' Agreement With Statement "My principal is capable of helping me to improve my teaching" by Sex Match with Principal

Teacher/Principal Sex	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Total
Match	70 70.7	29 * 29.3	99 43.6
Mismatch	69 53.9	59 46.1	128 56.4
Total	139 61.2	88 38.8	227 100

* $p < .02$

TABLE 2

Area of Responsibility Teacher Thinks is Most Important to Principal by Sex of Principal

Sex of Principal	Business Management	Instructional Leadership	School-Central Office Relations	Student Relations	Total
Female	8 20.0	21 52.5	3 7.5	8 * 20.0	40 18.1
Male	45 24.9	49 27.1	33 18.2	54 29.8	181 81.9
Total	53 24.0	70 31.7	36 16.3	62 28.1	221 100.1

* $p < .02$

TABLE 3

Teachers' Agreement with Statement "My principal is capable of helping me to improve my teaching" by Sex of Principal

Sex of Principal	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Total
Female	35 76.1	11 23.9	46 20.3
Male	104 57.5	77 42.5	181 79.7
Total	139 61.2	88 38.8	227 100

* $p < .04$

Experience X expectations for principal as instructional leader. Responses to item 12 did not differ for experienced and inexperienced teachers. Therefore, H_9 was supported ($p < .05$).

Experience X perceptions of the teacher evaluation process. Experienced and inexperienced teachers did not differ in their responses to items 17-20, 26, 27, 30, and 31. Thus, H_{10} was supported ($p < .05$).

Experience X expectations for teacher evaluation process. H_{11} was supported ($p < .05$) since there were no differences in the way experienced and inexperienced teachers responded to items 21-23.

Experience X readiness for problem-solving approach. Responses to items 24, 25, and 28 did not differ for inexperienced and experienced teachers. Thus, H_{12} was supported ($p < .05$).

Age

Age X perception of principal as instructional leader. There were no significant differences among the teachers' age groups in the way they responded to these items. Thus, H_{13} was accepted ($p < .05$).

Age X expectations for principal as instructional leader. Responses to item 12 did not differ according to age. Thus, H_{14} was supported ($p < .05$).

Age X perceptions of the teacher evaluation process. Teachers of these two age groups did not respond differently to the items in this cluster. Therefore, H_{15} was supported ($p < .05$).

Age X expectations for teacher evaluation process. H_{16} was supported ($p < .05$) since there were no differences in the responses these two age groups gave to the items in this cluster.

Age X readiness for problem-solving approach. Teachers in these two age groups were equally ready for the problem-solving approach as indicated by the lack of differences in responses to the items in this cluster. Thus, H_{17} was supported ($p < .05$).

Type of Teacher

There were no differences between elementary (K-6) and other types of teachers (middle school/junior high, secondary, special) responded to the items. Thus, H_{18}-H_{22} were supported.

Size of School

Teachers in small schools (300 or less) did not differ significantly from teachers in large schools (800 or more) in their perception of their principals as instructional leaders, expectations for principal as instructional leader, expectations for the teacher evaluation process, or readiness for the problem solving model. Thus, H_{23}, H_{24}, H_{26}, and H_{27} were supported ($p < .05$).

Teachers in large schools were more likely to have mutually determined the purpose of an observation ($p < .05$), to have had conferences after observations ($p < .02$), and to say that the primary purpose of their corporation's teacher evaluation plan is to collect data for decisions regarding tenure, transfer, termination, etc., or to satisfy terms of contract ($p < .03$). Therefore, H_{25} was rejected. These data are shown on Tables 4, 5, and 6.

Type of School

Type of school x perceptions of principal as instructional leader. Table 7 indicates that teachers in elementary and senior high schools are likely to perceive their principals as feeling that the area of instructional leadership is most important responsibility, whereas teachers in junior high/middle schools are more likely to perceive their principals as feeling that student relations is most important responsibility ($p < .01$).

Teachers in elementary schools were more likely to agree that their principals are strong instructional leaders than teachers in junior high/middle schools ($p < .05$). These data are shown in Table 8. Thus, H_{28} was rejected.

TABLE 4

Frequency of Mutual Determination of Purpose of Observation by School Size

Size of School	Always/ Usually	Seldom/ Never	Total
300 or less	20 40	30 60	50 44.2
800 or more	13 20.6	50* 79.3	63 55.8
Total	33 29.2	80 70.8	113 100.0

* $p < .05$

TABLE 5

Frequency of Post Conference by Size of School

Size of School	Always/ Usually	Seldom/ Never	Total
300 or less	26 49.1	27 50.9	53 46.1
800 or more	45 72.6	17 * 27.4	62 53.9
Total	71 61.7	44 38.3	115 100.0

$p < .02$

TABLE 6

Teacher's Perception of Primary Purpose of Corporation's Teacher Evaluation Plan by Size of School

Size of School	Collect Data for Administrative Decisions	Satisfy Terms of Contract	Increase Teacher Effectiveness	Total
300 or less	14 37.8	8 21.6	15 40.5	37 35.9
800 or more	38 57.6	17 25.8	11 * 16.7	66 64.1
Total	52 50.5	25 24.3	26 25.2	103 100.0

$p < .03$

TABLE 7

Teacher's Perception of Responsibility Principal Feels is Most Important by Type of School

Type of School	Instructional Leadership	Student Relations	Total
Elementary	32 57.1	24 42.9	56 52.8
Middle School/ Junior High	7 25.9	20 * 74.1	27 25.5
Senior High	16 69.6	7 30.4	23 21.7
Total	55 51.9	51 48.1	106 100.0

$p < .01$

TABLE 8

Teacher's Agreement with Statement "My Principal is a strong instructional leader" by Kind of School

Kind of School	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Total
Elementary	55 * 54.5	46 45.5	101 70.1
Junior High/ Middle School	15 34.9	28 65.1	43 29.9
Total	70 48.6	74 51.4	144 100.0

* $p < .05$

Type of school x teachers' expectations for principal as instructional leader. Type of school did not significantly affect these teachers expectations for principals as instructional leaders. Therefore, H_{29} was accepted ($p < .05$).

Type of school x teachers' perceptions of the teacher evaluation process. H_{30} was rejected since there were significant differences in the way teachers in different types of schools perceived the teacher evaluation process. Teachers in middle school/junior high were more likely to say that "looking back over all the times my teaching has been evaluated, I would say that it was never helpful; did nothing to make me a better teacher," than teachers in elementary or senior high schools ($p < .001$). These data are shown on Table 9. As shown in Table 10, teachers in junior high/middle schools were also less likely to have experienced pre-conferences than teachers in elementary and senior high schools ($p < .01$). As Table 11 shows, these teachers in junior high/middle schools also differed from teachers in elementary schools in that they were more likely to perceive their corporation's teacher evaluation plan as primarily designed and carried out by administration ($p < .05$).

Type of school x teachers' expectations for the teacher evaluation process. There were no significant differences in teachers' expectations for the teacher evaluation process across the types of schools. Thus, H_{31} was accepted ($p < .05$).

Type of school x readiness for the problem-solving approach. Type of school did not significantly affect readiness for the problem-solving model; therefore, H_{32} was accepted ($p < .05$).

Tenure Status

Table 12 indicates that tenured teachers were more likely ($p < .02$) to indicate that their principals are required to spend too much time on activities other than instructional leadership. Thus, H_{33} was rejected.

TABLE 9

Teacher's Perceptions of all previous evaluations of their Teaching by Kind of School

Kind of School	Extremely Helpful	Never Helpful	Total
Elementary	15 31.2	33 68.8	48 50.5
Junior High/ Middle	1 4.2	23 * 95.8	24 25.3
Senior High	6 26.1	17 73.9	23 24.2
Total	22 23.2	73 76.8	95 100.0

* $p < .001$

TABLE 10

Frequency of Teacher's Preconference Experience by Kind of School

Kind of School	Always/ Usually	Seldom/ Never	Total
Elementary	44 42.7	59 57.3	103 54.2
Junior High/ Middle School	8 18.6	35 * 81.4	43 22.6
Senior High	16 36.4	28 63.6	44 23.2
Total	68 35.8	122 64.2	190 100.0

* $p < .01$

TABLE 11

Teacher's Description of Corporations Teacher Evaluation Plan by Kind of School

Kind of School	Mutually designed/ carried out Administrators/Teachers	Primarily designed/ carried out by Administrators	Total
Elementary	29 33.0	59 67.0	88 70.4
Junior High/ Middle School	5 13.5	32 * 86.5	37 29.6
Total	34 27.2	91 72.8	125 100.0

* $p < .05$

TABLE 12

Teacher's Perceptions of Reasons why Principal Does Not Spend More Time in Instructional Leadership Activities by Tenure Status

	Chooses to spend too much time on other activities	Required to spend too much time on other activities	Total
Nontenured	58 46.0	68 54.0	126 80.3
Tenured	6 19.4	25 * 80.6	31 19.7
Total	64 40.8	93 59.2	157 100.0

* $p < .02$

Teacher status did not affect expectations for principal as instructional leader, perceptions of the teacher evaluation process, expectations for the teacher evaluation process, or readiness for the problem-solving approach. Therefore, H_{34}-H_{37} were accepted.

Number of School Corporations Taught In

The total number of school corporations each teacher had been employed in did not affect their responses significantly. Thus, H_{38}-H_{42} were accepted.

Locus of Control

Locus of control had no significant affect on responses related to hypothesis. Thus, H_{43}-H_{47} were accepted. Locus of control did, however, affect responses to item 29 which was included in this study for informational purposes. As shown in Table 13, Internals were more likely to list courses and related assignments or professional reading as the primary source of new insights about teaching, whereas Externals were more likely to select talking with colleagues ($p < .001$).

TABLE 13

Teacher's Primary Source of New Insights by Locus of Control

	My Professional Reading	Talking With Colleagues	Courses and Related Assignments	Total
Internal	8 17.0	14 29.8	25 53.2 *	47 48.5
External	4 8.0	34 68.0	12 24.0	50 51.5
Total	12 12.4	48 49.5	37 38.1	97 100.00

* $p < .001$

CHAPTER IV

Discussion

Characteristics of Ss

Sex. While 70.5% of these teachers were female, 81% had male principals. About 57% had a principal of the opposite sex, while 2.8% were male teachers with female principals. Thus, this group of teachers was representative of the nationwide statistics reported by the National Project on Women in Education, 1977. According to this report, women make up 66% of the teaching force, but comprise only 15% of the school principals.

Years of teaching experience. As might be expected with teachers who were all studying for a masters degree required for professionalization of their provisional certificates, many (40.1%) had three or less years of experience. It was interesting to note, however, that 10.5% had nine or more years of experience.

Age. These teachers were a relatively "young" group; i.e., almost 70% were younger than 30. This, as with teaching experience, was expected, given the fact that all Ss were enrolled in courses in a graduate grogram.

Type of teacher. Primary (K-3) teachers comprised the largest subgroup, accounting for 27.5% of the total. Upper elementary (4-6) and secondary teachers each comprised 19.7%. The smallest group (16.4%) was composed of middle school/junior high teachers.

Size of school. About one-fourth of these teachers taught in schools of 300 or fewer pupils, 45.1% taught in schools of more than 300 but less than 800 pupils, with the remainder (28.9%) in schools of 800 or more pupils.

Type of school. As might be expected, given the grade levels taught, the largest subgroup (45.3%) taught in elementary schools. The next largest group (20.4%) taught in senior high schools, followed by 19.2% in middle school/junior high, 11.8% in elementary/middle school/junior high, and 3.3% in middle school/junior high/senior high.

Tenure status. The majority (82.5%) of these teachers were not tenured as expected from their years of teaching experience and age.

Number of corporations taught in. Only 11.7% of these teachers had been employed in three or more school corporations. Approximately twice this number (22.7%) had been employed in two corporations with the largest number (65.6%) having been employed in just one corporation.

Locus of control. The mean score was 10, with a standard deviation of 3.9.

Independent Variables

Sex of teacher. Male and female teachers in this study had similar perceptions and expectations of their instructional leaders and the teacher evaluation process. Prascher (1975) also found that teachers' sex did not affect their reactions to administrative behavior of principals. In addition, both sexes seemed equally ready for the problem solving approach to teacher evaluation.

Sex match with principal. Teachers whose sex matched that of their principal had more positive perceptions of their principals; i.e., they were more likely to feel that their principal was capable of helping them to improve their teaching.

Sex of principal. Female and male principals were perceived differently by these teachers. Female principals were seen by these teachers as feeling that the area of instructional leadership or school-central office is most important area of responsibility. Male principals, on the other hand, were perceived as feeling that business management or student relations is their most important area of responsibility. In addition, female principals were perceived as more capable of helping these teachers to improve their teaching. This, together with their perceived emphasis on instructional leadership activities, indicates that female principals were perceived more positively as instructional leaders than male principals by these teachers.

Experience. The number of years of teaching experience did not affect these teachers' perceptions or expectations of principal as instructional leader, perceptions or expectations of the teacher evaluation process, or their readiness for the problem solving approach. Prascher (1975) also found that experience did not affect teachers' reactions to their principals' administrative behavior.

Age. Age did not affect these teachers' perceptions or expectations of instructional leaders nor of the teacher evaluation process. Age did not affect teachers' reactions to principals' administrative behavior in Prascher's study either. Teachers of various ages seemed to be equally ready for the problem solving approach to teacher evaluation.

Type of teacher. Whether a teacher was classified as an elementary, middle school/junior high, secondary, or special teacher did not have an effect upon her/his perceptions or expectations of either principals as instructional leaders or the teacher evaluation process. These different types of teachers were equally ready for the problem solving approach to teacher evaluation, also.

Size of school. Teachers in small schools (300 or less) did not differ from teachers in large schools (800 or more) in their perceptions or expectations of principals as instructional leaders, expectations for teacher evaluation process, or readiness for problem solving approach. Again, size of school did not affect teachers' reactions in Prascher's study (1975). They did differ, however, in their perceptions of the teacher evaluation process.

In one sense, teachers in large schools could be said to have a more positive perception of the teacher evaluation process. These teachers were more likely to have mutually determined the purpose of an observation, and to have had follow-up conferences after the observation than teachers in small schools. Despite these experiences, these teachers were less likely to perceive the

primary purpose of their corporation's teacher evaluation plan as "to increase teacher effectiveness" than teachers in small schools. Teachers in large schools perceive their corporation's teacher evaluation plan as having the primary purpose of collecting data for administrative decision making or satisfying the terms of the contract.

Type of school. While the type of school did not affect most overall differences in the way teachers perceived their principals, there were some interesting differences in the way they differed on some choices within items. For example, looking at just two areas of responsibility considered to be most important to principals by these teachers, we found that teachers in junior high/middle schools were more likely to cite the area of student relations, whereas teachers in elementary and senior high schools were more likely to cite instructional leadership.

Related to this finding, teachers in junior high/middle schools were less likely to feel that their principals were strong instructional leaders than were teachers in elementary schools.

In general, the results of this study indicate that teachers in junior high/middle school had more negative perceptions of the teacher evaluation process than did teachers in elementary and senior high schools. Specifically, teachers in junior high/middle schools were more likely to say that; teacher evaluation has never been helpful; they have seldom or never had preconferences; and to describe their corporation's teacher evaluation plan as primarily designed and carried out by administrators.*

Teachers in these different kinds of schools did not differ in their expectations of the teacher evaluation process nor in their readiness for the problem solving approach to teacher evaluation, however. It would seem that these are a function of the individual teacher, rather than the kind of school in which a teacher is employed.

*As compared only with teachers in elementary schools.

Number of school corporations taught in. These results indicated that the number of school corporations a teacher has taught in had no effect on their perceptions or expectations of principals as instructional leaders, perceptions or expectations of the teacher evaluation process, nor readiness for the problem solving approach.

Locus of control. The results of this study indicated that this psychological construct has no effect on teachers' perceptions or expectations of principals as instructional leaders, perceptions or expectations of the teacher evaluation process, nor readiness for the problem solving approach. This was a rather interesting finding, since previous research related to this construct indicated that Internals and Externals have quite different views of their worlds. Perhaps there are so many other variables besides a teachers' locus of control involved in their perceptions and expectations of principals as instructional leaders, perceptions, and expectations of the teacher evaluation process and readiness for the problem solving approach that the effect of locus of control is insignificant.

Locus of control did have an effect on the primary source of new insights these teachers get about teaching. It was not surprising to find that Internals cited sources which require more effort on their part than Externals. Internals were more likely to cite professional reading or courses and related assignments. Externals were more likely to cite talking with colleagues. These results suggest that Internals do more professional reading on their own and also get more good from this reading than do Externals. In addition, Internals get greater benefits from the courses they take and the assignments related to these courses. As is the case with professional reading, the benefits from courses are usually a direct result of the individual's efforts. Externals, on the other hand, seemed to choose a source which required minimal effort on

on their part, that of talking with colleagues. These findings are consistent with previous research (Crandall, Katkousky, & Crandall, 1965).

Dependent Variables

Perceptions of principal as instructional leader. These results indicate that a principal was perceived more positively as an instructional leader by teachers whose sex was the same as the principal, if the principal were female; and by teachers in elementary or senior high schools.

It was interesting to note that, while the largest percentage of these teachers perceived their principals as feeling that instructional leadership is most important area of responsibility, this represented only 28% of the teachers. Student relations followed with 25%; next came business management with 22%.

In regard to the amount of time these teachers perceived their principals as spending in instructional leadership activities, more than half (52%) said that their principal devotes less than 25% of his/her time to instructional leadership. This finding was similar to that of Heichberger and Young, 1975. About 44% agreed that their principal is a strong instructional leader, yet 57% felt that their principal was capable of helping them to improve. It would seem that this finding was related to the lack of time spent in instructional leadership activities, i.e., a teacher might recognize that a principal is capable, but, at the same time, feel that he/she is not a strong instructional leader because too much time is spent on other activities.

Concerning the reasons why principals do not spend enough time in instructional leadership activities, 60% of those teachers who felt that their principal did not spend enough time in this area felt that their principal was required to spend too much time in other activities, while 40% felt that their principals choose to spend too much time on other activities. It is important to recall

here that these findings refer only to teachers' perceptions; nothing is claimed regarding the actuality. Thus, for example, a principal could be perceived as being required to spend too much time on other activities when, in reality, she/he chooses to do this.

When asked what would most help their principal to become a stronger instructional leader, 40% indicated better human relations skills, 31% said more knowledge about how to evaluate teachers, and 29% said more knowledge about teaching and learning.

Expectations of principal as instructional leader. In contrast to the amount of time they perceived principals as spending in instructional leadership activities, 94% of these teachers expected principals to devote more than 25% of their time to instructional leaderhsip activities.

Perceptions of the teacher evaluation process. While teachers in large schools (800 or more) were more likely to have mutually determined the purpose of an observation and to have experienced followup conferences, they were also more likely to cite collection of data for administrative decisions or satisfy terms of contract as the primary purpose of their corporations' teacher evaluation plan. There are at least three possible explanations for this apparent inconsistency. While teachers in large schools have had more mutual determination of the purpose of an observation and followup conferences, it could be that these were conducted in a perfunctory or superficial manner. If this were the case, it is not surprising that these teachers did not associate these experiences with attempts to increase teacher effectiveness. A second possibility is related to the size of school districts. It seems logical that large schools would, for the most part, be located in large school districts. It is possible that the larger a school district is, the more likely the purpose of its teacher evaluation plan will be administrative, rather than instructional

improvement. The third possibility is that there can be great differences between the way an individual teacher actually experiences teacher evaluation and the primary purpose of that corporation's teacher evaluation plan.

Teacher evaluation processes are perceived more positively by teachers in elementary and senior high schools than by teachers in junior high/middle schools. That is, these teachers are more likely to perceive more teacher involvement in the design and implementation of their teacher evaluation plans.

Looking back over all the times their teaching had been evaluated, approximately 11% described it as extremely helpful, about 39% described it as never helpful. The remaining half described it as somewhat helpful.

While 35% had "always" or "usually" experienced pre-conferences in which the purpose of the observation was established, only 32% felt that the purpose was mutually established. Followup conferences seemed to be used more frequently, approximately two-thirds of these teachers described these as occuring half or more of the times.

The teacher evaluation process was perceived as subjective, rather than objective by these teachers. Most (94%) felt that being liked by the observer would result in a good evaluation, regardless of the quality of teaching. Fewer (59%) felt being disliked would result in a poor evaluation. Sinatra (1976) also concluded that teacher evaluation is more closely related to interpersonal compatability than it is to specific teaching skills.

Concerning the primary purpose of their corporation's teacher evaluation plan, approximately one-half felt that it was to collect data for decisions regarding tenure, transfers, termination, etc. The remaining half were rather evenly split between seeing the purpose as satisfying terms of the contract and increasing teacher effectiveness.

These teachers perceived the design and implementation of their corporation's teacher evaluation plan in various ways. Approximately one-fourth

described it as mutually designed and carried out by administrators and teachers, 68% saw it as primarily designed and carried out by administrators, and 7% saw it as designed by teachers and carried out by administrators. These results would seem to be consistent with the purposes of these plans as perceived by teachers.

Expectations of teacher evaluation process. There were large discrepancies between teachers' expectations and their perceptions with regard to the teacher evaluation process. Whereas 91% felt that pre-conferences should be held and that the purpose of an observation should be mutually determined, only about 32% perceived this as actually being the case. In addition, 98% felt that teachers should play a role in the development of a teacher evaluation plan; however, 68% saw their corporation's teacher evaluation plan as primarily designed and carried out by administration.

In regard to teachers' expectations for the primary purpose of a teacher evaluation plan, a preliminary study had indicated 100% agreement on increasing teacher effectiveness as the desired primary purpose. This can be compared with the finding in the present study that only one-fourth saw increasing teacher effectiveness as the primary purpose of their teacher evaluation plan.

Readiness for problem solving approach. Most teachers in this study evidenced readiness for some aspects of the problem solving approach, in that almost 80% felt that the collection of objective data would be helpful to them, and that, given these data, they could make their own decisions about what changes to make in their teaching.

Colleague observation, another aspect of the problem solving approach to teacher evaluation, was not very common with these teachers, at least not in their previous experience. Almost 65% indicated that they have never done this.

Other indications of readiness for the problem solving approach came from the findings that almost all of these teachers (98%) felt that teachers should play a role in the development of a teacher evaluation plan, and at least 90% felt that classroom observations should be preceeded by a conference in which the purpose of the observation is mutually determined.

The information provided by this study in regard to teachers' sources for insights about teaching will be helpful in further work with this approach. The results were: 12% cited professional reading (not required), 50% cited talking with colleagues, 32% cited courses and related assignments. The remaining 6% were rather evenly divided between administrators and inservice training.

CHAPTER V

Conclusions

Within the limitations of this study, a number of interesting questions and/or areas of further research have been identified. Among these are:

1. Why is the area of instructional leadership perceived by the majority of teachers as not emphasized by their principals? Why do principals, especially in junior high/middle schools, seem to emphasize student relations over working with teachers in instructional leadership activities? It would seem that principals could exercise a multiplier effect if they spent more time leading teachers in the development of teaching skills; yet they work with students directly. Is this a result of teacher pressure/expectation, or is it a failure on principals' part to face up to the responsibility of leading the adults in the school? Why is so much emphasis perceived as placed on business management and school-central office relations at the expense of instructional leadership activities? Is this really what school boards and central office administrators want?

2. There seems to be a discrepancy between what corporations formally state as the purpose of teacher evaluation and the way it is perceived by teachers. That is, most corporations give improvement of instruction as one of the primary purposes of their teacher evaluation process, yet teachers do not tend to see this as the purpose. Why this discrepancy? Perhaps, most

teachers' contact with the process is limited to the required (often by contract) classroom visits and conferences. If this is the case, teachers have reason for doubting the sincerity of the the stated purposes of their corporations' teacher evaluation process. It is also possible that school boards and central offices are sincere in their intent to improve instruction, and that building principals do not follow through on this intention. If this is the case, why does this happen? Could it be that principals are relatively unskilled in the area of instructional leadership as indicated in an Ohio study (1972).

3. It would seem that a teacher evaluation process that requires self-improvement efforts will be differentially effective according to teachers' locus of control. What works for one teacher may not work for another. Thus, teacher evaluation processes need to place more emphasis on providing equal opportunities for improvement and less emphasis on equal treatment. Yet, the intent of contracts seems to be equal treatment for each teacher.

4. Teachers expect principals to spend more time on instructional leadership activities than they perceive their principals spending on these activities. Are teachers unrealistic in their expectations? Do principals spend more time in these activities than is perceived by teachers? If, in actuality, principals do not spend enough time in instructional leadership activities, what is the reason and who is responsible for this time allocation? Is this a result of lack of competency in the area of instructional leadership, as White (1973) suggested? It is also possible that this is a question of quality vs. quantity of time.

5. With the rather recent creation of middle schools, it seems that there is a need to inquire into the special nature of these schools. Does a principal in such a school have a unique role, different from that of an elementary or secondary principal? If so, what implication does this have for administrative training programs?

6. Teachers say that they should be involved in the design and implementation of a teacher evaluation plan, yet many describe their plan as primarily designed and implemented by administrators. These findings are not surprising. Burroughs (1975) found that administrators were solely responsible for the design and/or implementation of negotiated teacher evaluation plans in over two-thirds of Illinois cases. There is a need for more data regarding this issue. Could this be a case of poor communication, i.e., are some teachers involved without others being aware of this? Perhaps it is easier for teachers to say they want involvement than it is to get them to put in the necessary time to actually implement this involvement. Further, it will be necessary to ascertain the design and type of involvement teachers seek.

7. Teachers perceive their instructional leaders as needing better human relations skills. The implications for supervisory and administrative training programs are obvious. This finding also identifies a need for inservice training for administrators and supervisors.

8. Teachers, generally speaking, do not view their experiences with the teacher evaluation process as helpful in making them better

teachers. If this improvement is an intended outcome of teacher evaluation, traditional approaches have fallen far short of achieving this outcome.

9. Post conferences do seem to be a part of existing teacher evaluation process. This does not seem to be the case for pre-conferences, however. This latter finding replicates an earlier result, dealing with small public high schools in Indiana (Sibbitt, 1972). It would be interesting to look into the reasons behind these findings.

10. Colleague observation has been a rare phenomenon. Clearly, any approach to teacher evaluation that involves colleague observation will require preparation and practice for teachers. Observation of colleagues was infrequently used by these teachers.

11. Inservice sessions and administrators, supervisors, etc., have not been very useful to teachers as sources for ideas concerning teaching improvement. This issue needs further investigation.

12. The majority of these teachers seem ready for the problem solving approach to teacher evaluation. That is, they want pre and post observational conferences, the collection of objective data, and they feel that they could use these data in making their own decisions about teaching. These findings were similar to those of Sibbitt (1972).

Appendix A

TEACHER PERCEPTIONS OF INSTRUCTIONAL LEADERSHIP SURVEY

PART I

DIRECTIONS:
1. Please do not participate if you have already completed these forms.
2. Only currently employed teachers should complete this form.
3. Please read all responses before choosing the one which you consider to be most appropriate.
4. Use punch cards to record responses.

Thank you for your participation in this research project.

1. a) I am a female and my principal is a female.
   b) I am a female and my principal is a male.
   c) I am a male and my principal is a male.
   d) I am a male and my principal is a female.

2. The number of years (including present year) I have taught is:
   a) 1-3
   b) 4-8
   c) 9 or more

3. My age group is:
   a) 20-29
   b) 30-39
   c) 40-49
   d) 50+

4. In general, I would classify myself as:
   a) Primary teacher, K-3
   b) Upper elementary teacher, 4-6
   c) Middle school/junior high
   d) Secondary teacher
   e) Special teacher, please specify _____

5. The number of students in my school is:
   a) 300 or less
   b) More than 300 but less than 800
   c) 800 or more

6. The school in which I teach is:
   a) Elementary
   b) Middle school/junior high
   c) Senior High
   d) a and b
   e) b and c

7. My present status is:
   a) Nontenured
   b) Tenured

8. The number of school corporations (districts) I have been employed in (counting my present district) is:
   a) One
   b) Two
   c) Three or more

9. (Office use only)
   a) ILC
   b) MLC
   c) ELC

10. The following is a list of the typical principal's areas of responsibility. Which one area do you think your principal feels is the most important?
   a) Business management functions (auxiliary services, buildings, budget, etc. . . .)
   b) Instructional Leadership (curriculum, faculty evaluation and development, etc.)
   c) School-Community Relations (PTA, parent bulletins, etc.)
   d) School-Central Office Relations (implementing corporation policies, etc.)
   e) Student Relations (assisting with special problems, discipline, communication with students)

11. Instructional leadership activities are those related to the improvement of the techniques, activities, and program of instructing students. How much time does your principal devote to instructional leadership activities?
   a) Less than 25%
   b) Between 25% and 50%
   c) Between 50% and 75%
   d) More than 75%
   e) Don't know

12. How much time do you think your principal should devote to instructional leadership activities?
   a) Less than 25%
   b) Between 25% and 50%
   c) Between 50% and 75%
   d) More than 75%
   e) Don't know

13. My principal is a strong instructional leader.
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree
   e) Don't know

14. My present principal is capable of helping me to improve my teaching
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree
   e) Don't know

15. One of the most frequent reasons given by principals for not spending more time in instructional leadership activities is lack of time. Which of the following do you feel is true about your present principal?
   a) My principal chooses to spend too much time on activities other than instructional leadership
   b) My principal is required to spend too much time on activities other than instructional leadership
   c) My principal spends an appropriate amount of time in instructional leadership activities
   d) My principal spends too much time on instructional leadership activities

16. Which one of the following would most help your principal become a stronger instructional leader?
   a) More knowledge about teaching/learning
   b) More knowledge about how to evaluate teachers
   c) Better human relations skills
   d) Other; please specify _____

IF YOUR TEACHING HAS NEVER BEEN EVALUATED, SKIP TO ITEM 21

17. Looking back over all the times your teaching has been evaluated, would you say that:
   a) "It was extremely helpful, really made me a better teacher."
   b) "It was somewhat helpful; made me a slightly better teacher."
   c) "It was never helpful; did nothing to make me a better teacher."

18. When your teaching was observed, how often was the actual observation preceeded by a conference in which the purpose of the observation was established?
   a) Always
   b) Usually; half or more of the times
   c) Seldom; less than half of the times
   d) Never

19. When your teaching was observed, how often was the purpose of the observation mutually determined by you and your evaluator?
   a) Always
   b) Usually; half or more of the times
   c) Seldom; less than half of the times
   d) Never

20. When your teaching was observed, how often was the observation followed by a conference with the evaluator?
   a) Always
   b) Usually; half or more of the times
   c) Seldom; less than half of the times
   d) Never

21. I feel that teachers should play a role in the development of a teacher evaluation plan.
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree

PART II

DIRECTIONS: This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one of them. Be sure to find an answer for every choice. Circle the letter of the statement you choose to be more true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

CIRCLE THE LETTER OF THE STATEMENT YOU CHOOSE TO BE MORE TRUE.

1. a) Children get into trouble because their parents punish them too much.
   b) The trouble with most children is that their parents are too easy with them.

2. a) Many of the unhappy things in people's lives are partly due to bad luck.
   b) People's misfortunes result from the mistakes they make.

3. a) One of the major reasons why we have wars is because people don't take enough interest in politics.
   b) There will always be wars, no matter how hard people try to prevent them.

4. a) In the long run people get the respect they deserve in this world.
   b) Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a) The idea that teachers are unfair to students is nonsense.
   b) Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a) Without the right breaks one cannot be an effective leader.
   b) Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a) No matter how hard you try some people just don't like you.
   b) People who can't get others to like them just don't understand how to get along with others.

8. a) Heredity plays the major role in determining one's personality.
   b) It is one's experiences in life which determine what they're like.

9. a) I have often found that what is going to happen will happen.
   b) Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a) In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
    b) Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a) Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b) Getting a good job depends mainly on being in the right place at the right time.

12. a) The average citizen can have an influence in government decisions.
    b) This world is run by the few people in power, and there is not much the little guy can do about it.

13. a) When I make plans, I am almost certain that I can make them work.
    b) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a) There are certain people who are just no good.
    b) There is some good in everybody.

15. a) In my case getting what I want has little or nothing to do with luck.
    b) Many times we might just as well decide what to do by flipping a coin.

16. a) Who gets to be boss often depends on who was lucky enough to be in the right place first.
    b) Getting people to do the right thing depends upon ability, luck has little to do with it.

17. a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
    b) By taking an active part in political and social affairs the people can control world events.

18. a) Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b) There is really no such thing as "luck".

19. a) One should always be willing to admit mistakes.
    b) It is usually best to cover up one's mistakes.

20. a) It is hard to know whether or not a person really likes you.
    b) How many friends you have depends on how nice a person you are.

21. a) In the long run the bad things that happen to us are balanced by the good ones.
    b) Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a) With enough effort we can wipe out political corruption.
    b) It is difficult for people to have much control over the things politicians do in office.

23. a) Sometimes I can't understand how teachers arrive at the grades they give.
    b) There is a direct connection between how hard I study and the grades I get.

24. a) A good leader expects people to decide for themselves what they should do.
    b) A good leader makes it clear to everybody what their jobs are.

25. a) Many times I feel that I have little influence over the things that happen to me.
    b) It is impossible for me to believe that chance or luck plays an important role in my life.

26. a) People are lonely because they don't try to be friendly.
    b) There's not much use in trying too hard to please people, if they like you, they like you.

27. a) There is too much emphasis on athletics in high school.
    b) Team sports are an excellent way to build character.

28. a) What happens to me is my own doing.
    b) Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a) Most of the time I can't understand why politicians behave the way they do.
    b) In the long run the people are responsible for bad government on a national as well as on a local level.

THANK YOU FOR PARTICIPATING

Appendix B

INTERNAL LOCUS OF CONTROL

4. - SMR and PMR teacher
   - Special Education (Primary)

16. - More ambition and interest in teaching/learning
    - he is quite competent now
    - desire
    - Broaden knowledge of subject areas

29. - principal
    - principal and assistant principal

30. - to fulfill North Central evaluation requirements

EXTERNAL LOCUS OF CONTROL

4. - Jr. High EMR
   - Learning Disabilities
   - MR Teacher
   - TMR
   - EMR

MIDDLE LOCUS OF CONTROL

4. - Special Education - primary
   - Special Ed. - Physically Handicapped teacher
   - Music K-8
   - MR Primary
   - Special Ed. EMR - Secondary
   - preschool Special Ed.
   - Speech Language TMR
   - counselor
   - Grades 6-12
   - Sp. Ed.
   - ABE

16. - more time
    - decision-making
    - more time to spend in this area and less in other demanding areas, such as budget, rescheduling, race problems, etc.
    - all of the above
    - more free time
    - none--the question predisposes a lack of leadership--See #13
    - all of the above
    - not required
    - Does not have time with other responsibilities
    - reduction of other responsibilities

29. - No comments

30. - No comments

Appendix C

INTERNAL LOCUS OF CONTROL

32.
- I really don't see a great strength to our present evaluation
- Principal observed again our individualized program
- principal is forced to do it!
- awareness of areas for evaluation
- eliminates incompetent teachers
- none
- checklist of behaviors; room for examples; looking for what is happening not what should be; a very positive atmosphere
- Gives me a chance to re-evaluate myself as a teacher
- it is consistent
- not done often
- immediate feedback through conference
- can't think of one
- contract specifies its limitations
- Discussion of classroom observations
- We get a copy of our evaluation and must sign it
- teachers have a part in making up the evaluation form too far apart--helps beginners
- A frame of reference for discussion of teacher improvement
- has no strength
- There really is none!
- there is none
- none
- immediate feedback with ideas for improvement
- lets evaluator see what is really going on--something that doesn't happen very often
- conferences before and after
- none that I see
- Amount of pre-evaluation discussions; freedom to choose evaluating method
- upgrades general quality of teaching in school
- Haven't been evaluated

33.
- The evaluation is much too general
- No conference afterwards
- Ceremonial aspects
- Teachers have not had a voice in the evaluation procedure. This is changing. A committee is working on new guidelines. The committee is composed of teachers and administrators
- no teacher participation
- it is administration oriented
- it does not help the average teacher
- does not help the teacher
- lack of conference before observation to determine objective
- It has no constructive thoughts--takes an ( ) or so to review
- lousy evaluation forms
- not enough teacher participation in observation
- Purpose is for tenure
- Principal doesn't observe long enough to really see what I do
- too far apart
- not done often enough
- it is done only on year prior to tenure
- not done as often as it should be

- It is strictly on administrative level--produced by, used by, and done by administrators
- Does not help my teaching
- lengthly evaluation form
- doesn't give teacher many specific helps
- Administrators not in to observe enough
- Amount of paperwork (hard to get away from although)
- too infrequent; not done by principal
- Haven't been evaluated as yet greatest weakness

EXTERNAL LOCUS OF CONTROL

32.
- It should help a person be aware of weaknesses
- lets me know weakness and strength
- My principal is very understanding about our evaluation
- frequent observations--follow up after observations
- conference follow-up
- Lets us know our shortcomings
- None
- It's equal
- conference following evaluation and teacher signature on evaluation
- That it is short
- close cooperation with principal and developing competencies
- not much--can't really think of any other than for tenure
- made by faculty
- provides feedback from administration
- none
- lets you know where you stand
- mutual and self evaluation
- The teacher is evaluated at intervals during year (not just non-tenure people)
- We can choose to set a time or have a "drop in" evaluation
- That it is in an untenured structure
- Weaknesses seen by others
- None
- self evaluation checklist
- None I can see
- Close teacher-principal communication
- None except to help when applying for next job
- Mutual objective-setting conference
- It makes you conscious only of the fact someone is observing you
- More than one evaluator will visit
- It keeps the teacher prepared
- Keeps me on my toes!!
- being able to discuss it afterward in an intelligent manner
- It does not have any strengths
- Followed by a conference
- I have not been evaluated yet, but will be during this year

33.
- most principals do not observe enough to evaluate accurately!
- not done enough
- It's made up by administrators
- lack of a colleague
- a bias evaluation based on personal relationship with principal

- no forwarning--they just come--which has its advantages and disadvantages
- only observed for 15 minutes a year and makes evaluation
- personality conflicts
- too administrative oriented--not enough teacher participation
- It is always praise and never helpful
- not enough observation and too much writing
- none
- teachers don't have much voice
- can be changed at any time--evaluator bias noted
- there is no uniformity throughout the system
- too biased
- too lengthly--4 pages filled out--lot of repetition
- doesn't affect my classroom or teaching
- sometimes its hard to believe that a good value judgment of ones teaching could be made in 10-15 minute observing sessions
- principal has little grasp of primary teaching situation
- not enough observation periods
- critic often too lenient
- categories are irrelevant--observations are staged
- no teacher-administrator discussion after conference
- not enough observation
- no feedback; doesn't actually help you as a teacher
- too broad; a continuum that is difficult to put together as far as weaknesses and strenghts
- It's too general, even crummy teachers get good evaluations
- Teachers are not notified at all
- no communication after evaluation
- makes me a nervous wreck
- principal does not spend enough time evaluating
- It is concerned too much with personal characteristics. Almost everyone gets excellent
- designed by administration
- too seldom

MIDDLE LOCUS OF CONTROL

32.
- peers - administrators - parent input
- fair
- none
- That a follow-up discussion takes place
- Objective writing and administration follow up
- staff input
- keep teachers on their toes
- It seems as fair as any process might be
- It covers many areas
- Peer evaluation
- none
- always keeps me "on my toes"
- conferences
- private conference with principal concerning my teaching
- a chance for someone else to observe and relate back to you
- none
- none
- when conference is held afterwards, increases teacher effectiveness

- after conference with evaluator
- nothing
- none
- none
- teacher helps decide what objectives will be
- teacher write-own objectives for the evaluation
- can be used to improve teaching
- Simple form--evaluation areas--much room for comment
- none that I see
- Wonder myself
- talking it over with administrator
- I do not feel threatened
- Nothing makes it worthwhile
- It has none
- variety of aspects
- It is planned by teachers and administrators
- None
- to help realize how good or bad you are doing
- self-awareness
- covers many areas
- nothing
- The teacher being evaluated has input
- Individuals are given consideration on personal level
- Good follow-up
- Evaluated by department head as well as several administrators
- It is a cooperative effort between teachers and administrators
- Administration is forced to enter classroom
- often
- none
- its existence
- it's satisfactory or unsatisfactory
- non-threatening
- mutual sharing of ideas, interests, suggestions with % of administrative input
- conference following evaluation
- mutual agreement on problem identification
- our principal good and fair man
- meeting with evaluator after the observation
- constructive criticism
- conference after observation
- helps teacher with suggestions
- written by teachers
- self-evaluation
- sometimes you see areas that you need improvement in
- none
- cannot answer; have not seen form for 3 years!
- large emphasis on teacher/student relations
- Gives you a chance to see how you're thought of in your building
- there are no strengths
- administrative and departmental cooperation
- The teacher is forced to present in writing a few of his goals and then one gets to talk to the principal
- that it is better than nothing
- teacher input

33. - not observed in a good manner
- functionally useless to teacher
- There is not enough input as to effective teaching. Seldom is anything said about change
- Little is done for the teacher evaluated
- it is a drill to complete contractual agreements
- has no constructive criticism
- questions about personal appearance are too often stressed
- see #32 ("cannot answer; have not seen form for 3 yrs!)
- The administrators do not know the subject matter and have been out of the classroom too long to make their evaluation valid
- not enough time spent on evaluation
- red tape
- carried out only by administrators
- The principal evaluates me without ever observing my room and he will never give me any negative comments
- doesn't really help teachers to improve; does not concern itself with instructional methods
- need more evaluations for non-tenure as well as tenure teachers
- too much paperwork
- I know of none
- too few suggestions for change
- not enough teacher-professional input and pre-evaluation information
- lack of objectivity
- doesn't accomplish anything
- not structured to some areas
- It isn't handled properly
- designed by the administration
- no follow-up
- principal doesn't observe enough
- provides no information for improvement
- not enough visits are made
- not enough observations to judge performance
- need more teacher input
- It is done in a haphazard manner; no consistency
- It is done too often to be effective. It gets redundant
- It isn't conducted uniformly
- no teacher input
- some administrators use it as a threat
- not very frequent (once per year)
- Doesn't help the teachers become a better teacher
- Principals need more strict data on poor teachers to deal with them
- too time consuming for principal--no teacher recourse if they disagree
- lack of teacher input
- It isn't functional and has no feedback I could use
- Not enough time is spent evaluating
- Not visiting that often
- don't know enough about it
- not enough time spent observing to accurately evaluate teacher effectiveness
- not done enough nor is information valuable
- too little oral exchange
- some elements measure vague/immeasurable items
- Principal needs to give suggestions for improvement
- it's a form that has very weak content

- Administrators don't spend enough time with teachers to make it effective
- too subjective
- the form
- nothing
- not often enough
- unclear process and procedure from everyone but present principal who tries
- it's only a requirement
- no teacher participation
- There are many arbitrary items on which we are evaluated which may or may not relate to our success as a teacher
- basically not continuous enough--too much time between evaluations
- set up by administration
- sometimes am observed at the worst times
- the number system and an evaluator not understanding teaching and learning
- no constructive criticism from principal
- It is too vague
- The number of observations is not equal for all teachers
- lack of communication between administrator and teacher
- number of times evaluated
- It only happens once a year
- too little time in classroom observation and feedback
- too many either all positive or all negative responses given
- left totally to principal; no prior planning on his part; personalities very involved
- not enough cagegories to be checked
- none
- People very seldom criticize

Appendix D

INTERNAL LOCUS OF CONTROL

Comments:

- I have taught at a H.S. and now in a Middle School in the same corp. Teacher evaluations are totally different. At the H.S. the 2nd. year the principal observed and evaluated and the conference consisted of letting me see it and agree. Now they are set up with me and gives me a chance to explain our individualized program since principal is still in stage of defending us to H.S.
- Evaluation in my school system is a traumatic thing for teachers because the results are shared with so many people, and have a very strong effect on your job standing and tenure
- N.C.A. evaluators only ones
- I've taught 1-½ years without anyone ever observing me teaching

EXTERNAL LOCUS OF CONTROL

Comments:

- Questionnaire seems to be really up-to-date and pertain to our jobs at present
- I really wish silly statements like "Your hair looked nice." would be omitted. I would like some helpful information to improve my teaching
- Don't feel this is too applicable--principal is very humanistic and allows freedom--uses psychology for changes and leadership!
- Has changed recently--not sure anymore
- Our principal has so many administrative duties to carry out that she is never at our school and never aids in instructional techniques. She is principal of two schools and does a poor job at both as a leader

MIDDLE LOCUS OF CONTROL

Comments:

- 1. need teacher input
  2. pre-evaluation information
  3. guidelines of effectiveness
  4. more feedback for better teacher planning
- How can a principal evaluate teachers and provide regenerative feedback when he is unable to understand the subject content or problems involved (unless it's football)?
- My, this is loaded!
- Depends too much on the evaluator
- Spent 5 minutes in my room
- I am formally evaluated only once a year. This should be done more often.

Appendix E

INDIANA UNIVERSITY at SOUTH BEND
1700 MISHAWAKA AVENUE
SOUTH BEND, INDIANA 46615

TEL. NO. 219--237-4111

Dear

As you are aware, the role of the principal as instructional leader and the entire teacher evaluation process are currently undergoing examination and evaluation. A valuable source of information in this process is the teacher. Accordingly, we have designed a survey to collect data regarding teachers' perceptions of instructional leadership, what it is and what it ought to be. We will then study these data as they relate to teachers' experience, sex, age, sex match with principal, grade level, locus of control, etc. Subjects will not be identified in any way, nor will their school districts be related to their responses. A trial run of our survey conducted this past summer indicated the results will be most interesting and useful in our future work with administrators and teachers.

In order to maximize the return rate and minimize the cost of the study, we would like to administer the survey instrument here on campus. Thus, our purpose in writing to you is to ask your permission to allow us to come into your _____ class on _____ in Room _____ at _____ in order to administer the survey. Completion of the survey instrument requires approximately twenty minutes.

Unless we hear otherwise from you, we will assume that the above information is correct and that you are willing to have us come into your class.

We greatly appreciate your cooperation. Please contact either of us if you would like to receive a summary of our results.

Sincerely,

Judith Redwine
Assistant Professor of Education

Robert A. Dubick
Assistant Professor of Education
Dean of Student Services

Appendix F

Instructions

1. "We have been asked to participate in a study of teachers' perceptions of instructional leadership. This study is being conducted by Dr. Dubick and Dr. Redwine of the IUSB Division of Education. No individual and no school district will be identified in any way. They are merely interested in teachers' perceptions in general. You are not required to participate in this study; however, your help in completing this study would be greatly appreciated by Drs. Dubick and Redwine."

2. Distribute: mats, punch-pens, and surveys.

3. "Read the directions for Part I now." (Allow time for this.) "Note that your responses for Part I, except for items 32 and 33, are to be punched out on the IBM card." (Show how card is set up, how to use pen and mat.) "When you finish Part I, feel the back of the IBM card to make sure that the pieces have come out...sometimes they stick."

4. "Now, please turn to Part II. Here you are to circle your answers right on the form. Be sure that you turn the page over for the last three items." (Demonstrate) "You can read directions for Part II when you're ready."

   "When you finish Part I, go right on to Part II."

   "When you have finished Part II, attach card to form with paper clip, and place it on my desk. Please return mats and punch pencils to my desk also."

5. When they're finished, "Thank you for your participation in this study."

PLEASE RETURN ALL MATERIALS TO JUDY REDWINE'S MAILBOX BY NOON TOMORROW AS WE WILL NEED THEM FOR TOMORROW EVENING. THANKS VERY MUCH FOR YOUR HELP!

References

Best, J. W. Research in education. Englewood Cliffs, N. J.: Prentice-Hall, 1959.

Borg, W. R. & Gall, M. D. Educational research: An introduction. New York: David McKay Company, 1971.

Burrough, S. R. "Employee discipline: An analysis of negotiated contracts in Illinois from 1973 and court rulings in Illinois from 1969-1974." Dissertation Abstracts, November, 1975, Vol. 36, pp. 2521-2A.

Commission on Public School Personnel Policies in Ohio. Teacher evaluation to improve learning. Cleveland: Commission on Public School Personnel Policies, 1972.

Crandall, V. C., Katkovsky, W., & Crandall, J. J. "Children's beliefs in their own control of reinforcement in intellectual-academic situations." Child Development, 1965, 36, 91-109.

DuVall, C. R. "The descriptive or normative survey method." In R. H. Jones (Ed.), Methods and techniques of educational research. Danville, Ill.: Interstate Printers and Publishers, 1973.

Furno, O. F. "Sample survey designs in education: Focus on administrative utilization." Review of Educational Research, 1966, 36 (5), 552-565.

Good, C. V. Introduction to educational research. New York: Appleton-Century-Crofts, 1959.

Heichberger, R. L. & Young, J. M., Jr. "Teacher perceptions of supervision and evaluation," Phi Delta Kappan, November, 1975 Vol. 57, No. 3 p. 210

Levine, S. & Gordon, G. "Maximizing returns on mail questionnaires." Public Opinion Quarterly, 1958, 22, 568-575.

Mouly, G. J. The science of educational research. New York: American Book Company, 1963.

National Project on Women in Education. "No room at the top?" American Education, June, 1977, Vol. 13, No. 5, pp. 20-23.

Prascher, R. E., "Effective and ineffective administrative behavior exhibited by high school principals as judged by a selected group of Colorado classroom teachers." Dissertation Abstracts, November, 1975, Vol. 36, p. 2556-A.

Redwine, J. A., "A problem solving approach to teacher evaluation," Educational Considerations, Vol. 4, No. 2, Winter, 1977, pp. 6-9.

Rotter, J. "Generalized expectancies for internal versus external control of reinforcement." Psychological Monographs, 1966, 80 (1, Whole No. 609).

Sibbitt, Alva L. "Principals' and teachers' perceptions of supervisory practices in selected small public high schools of Indiana," Dissertation Abstracts, May, 1973, Vol. 33 p. 6033-A.

White, E. P. "Toward a redefinition of supervision." Educational Leadership, May, 1973, pp. 761-2.